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ABSTRACT

Noting that young adolescents--around 10 to 15 years of age--undergo significant emotional, social, intellectual, and physical changes, this book serves as a reference for parents, educators, and policymakers concerned with education that meets the unique needs of the student population. The five sections of the book cover the historical and philosophical basis for education of young adolescents; the characteristics of young adolescents; the nature and preparation of teachers who work with young adolescents; administrative concerns at middle level schools; and issues of middle level curriculum. Following a brief introduction by Michael Wavering, individual chapters and authors are: (1) "Philosophy: A Guide to Middle School Program Development" (Michael James); (2) "Middle Level Education: An Historical Perspective" (Judith A. Brough); (3) "Growth and Development during the Middle School Years" (Dionne M. Walker and Cathy D. Lirgg); (4) "Early Adolescent Social Emotional Development: A Constructivist Perspective" (Rebecca S. Bowers); (5) "Cognitive Development of Young Adolescents" (Michael J. Wavering); (6) "Preparing Teachers for Middle Level Schools: Meeting the Needs of Adolescents (Rebecca Farris Mills); (7) "The Ideal Middle Level Teacher" (Mary Ann Davies); (8) "Leadership in the Middle Level School" (Beverly Reed and Charles Russell); (9) "Organization of the Middle Level School: Evolution and a Vision for Restructuring" (DeWayne A. Mason); (10) "Reshaping Core Curriculum: Getting People Ready for the World" (Jeanneine P. Jones); (11) "Exploratory Curricula in the Middle Level" (Jim Gill); (12) "Advisor-Advisee Programs; Uniquely Designed To Meet the Affective Needs of Young Adolescents" (Annette Digby and others); (13) "Age-Appropriate Teaching Strategies" (Mary Ann Davies); (14) "Transcending Classroom Management: Assisting the Development of Caring, Responsibility, and Community in the Middle School Classroom" (Bruce Smith); and (15) "Physical Education and Athletics within the Middle School Philosophy" (Cathy D. Lirgg). A final chapter presents concluding

remarks by Michael J. Wavering. (HTH)

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